

¡Let's Discover Yummy Foods! - Exploring Food

Vocabulary in English

Lengua Extranjera | Inglés | Diseño Universal para el Aprendizaje

Descripción

This lesson plan is designed to introduce primary students (ages 6-11) to basic English vocabulary related to foods. Through engaging and interactive activities, students will learn to identify, name, and categorize common foods in English, supporting their communication skills and vocabulary development. Understanding food vocabulary is relevant to their daily lives as it helps them talk about meals, express preferences, and engage in simple conversations about what they eat at home or school. The lesson connects with their experiences by incorporating familiar foods and encourages active participation through games, songs, and creative expression. Using the Universal Design for Learning (UDL) approach, the plan provides multiple ways to represent information, express ideas, and maintain motivation, ensuring all learners can access and engage with the content meaningfully. By the end, students will be more confident in using English to talk about foods, which lays a foundation for healthy conversations and cultural exchange.

Objetivos de Aprendizaje

- Identify and name at least 10 common food items in English.
- Categorize foods into groups (e.g., fruits, vegetables, proteins) using English vocabulary.
- Use simple sentences to express likes and dislikes about foods in English.
- Participate actively in group activities to practice food-related English vocabulary.

Recursos Necesarios

- Flashcards with pictures and names of food items (at least 15 different foods)
- Audio recording of a simple song about foods in English (e.g., "I Like to Eat Apples and Bananas")
- Large printed poster/chart with food vocabulary organized by categories
- Worksheets with images of foods for coloring and matching activities (one per student)
- Whiteboard and markers
- Stickers or colored markers for students
- Tablet or computer with speakers to play the song

Requisitos Previos

- Basic knowledge of colors and numbers in English

- Experience with listening and repeating simple English words
- Familiarity with classroom routines and group activities
- Previous exposure to vocabulary related to animals or everyday objects in English

Actividades

Fase de Inicio

Tiempo estimado: 10 minutos

Propósito de la sesión:

Docente: “Today, we are going to learn the names of different foods in English! This will help you talk about your favorite foods and understand more English words.”

Activación de conocimientos previos:

Docente: Shows flashcards of three common foods (apple, bread, milk). “Who knows these words in English? Let’s say them together!”

Estudiantes: Repeat the words after the teacher.

Motivación y enganche:

Docente: “Did you know that in English there are many fun words for foods? We will listen to a fun song about foods and then play some games!”

Contextualización:

Docente: “You eat food every day, right? We will learn how to say those foods in English, so you can tell your friends or family what you like to eat.”

Fase de Desarrollo

Tiempo estimado: 40 minutos

Presentación del contenido:

Docente: Uses the poster with food images grouped by category (fruits, vegetables, proteins). Points to each picture and clearly pronounces the English word. Uses gestures and realia (if available) to support meaning. Plays the food song once, inviting students to listen and clap.

Actividad 1: Food Flashcard Match

Objetivo: Identify and name food items in English.

- **Docente:** Distributes flashcards randomly to students. “Look at your card! Now stand up and find a friend who has a food card from the same category (fruit, vegetable, or protein). When you find your partner, say your food word in English.”
- **Estudiantes:** Walk around, find partners with matching categories, say food words aloud.
- **Organización:** Individual movement to form pairs.
- **Producto:** Pairs formed and words spoken aloud.
- **Tiempo:** 10 minutos
- **Rol docente:** Observa pronunciación, anima a repetir si es necesario, pregunta “What food do you have? Is it a fruit, vegetable, or protein?”

Actividad 2: I Like / I Don't Like Food Talk

Objetivo: Use simple sentences to express likes and dislikes about foods.

- **Docente:** Models sentences on the board: “I like apples.” “I don't like carrots.” Then asks students, “What food do you like? Say ‘I like...’”
- **Estudiantes:** Take turns saying short sentences about their food preferences using flashcards or pictures.
- **Organización:** Small groups of 3-4 students.
- **Producto:** Oral sentences expressing likes/dislikes.
- **Tiempo:** 15 minutos
- **Rol docente:** Supports sentence structure, prompts students if stuck, encourages use of vocabulary.

Actividad 3: Food Coloring and Matching Worksheet

Objetivo: Categorize foods and reinforce vocabulary recognition.

- **Docente:** Hands out worksheets with images of foods to color and match with category names.
- **Estudiantes:** Color the food items and draw lines to match them to the correct category (fruit, vegetable, protein).
- **Organización:** Individual work.
- **Producto:** Completed worksheet showing correct matches and colors.
- **Tiempo:** 15 minutos
- **Rol docente:** Circula por el aula, brinda ayuda para pronunciar palabras y verifica comprensión.

Diferenciación:

- **Para estudiantes que terminan antes:** Invitar a crear una frase adicional usando “I like” o “I don't like” con otros alimentos que conozcan o inventar una pequeña historia con sus alimentos favoritos.
- **Para estudiantes que necesitan apoyo extra:** Uso de pictogramas con imágenes claras y palabras en inglés, emparejamiento visual y repetición guiada con el docente.

Transiciones:

Después de la actividad de parejas, el docente invita a todos a sentarse y escuchar nuevamente la canción, esta vez cantando juntos para reforzar la pronunciación antes de pasar a la actividad escrita.

Fase de Cierre

Tiempo estimado: 10 minutos

Síntesis:

Docente: “Let’s remember the foods we learned today!” En la pizarra, escribe tres categorías (Fruits, Vegetables, Proteins). Pide voluntarios para nombrar un alimento que recuerden y escribirlo bajo la categoría correcta. Luego, todos repiten juntos las palabras.

Reflexión metacognitiva:

El docente pregunta a los estudiantes:

- “What new food word did you learn today?”
- “Can you say one food you like and one you don’t like in English?”
- “How can you use these words at home or with friends?”

Retroalimentación:

El docente escucha las respuestas de los estudiantes, ofrece elogios específicos (“Great pronunciation!”, “Good job remembering the categories!”), y corrige suavemente errores con ejemplos correctos.

Transferencia:

Docente: “Next time, we will learn how to ask questions about food in English, so you can have conversations with your friends!”

Tarea o reto:

Pide a los estudiantes que, con ayuda de sus familias, dibujen o recorten imágenes de sus comidas favoritas y preparen para mostrar y decir su nombre en inglés en la próxima clase.

Evaluación

Tipo de evaluación: Diagnóstica en la fase de inicio (activación de conocimientos previos), formativa durante el desarrollo (observación de actividades orales y escritas), y sumativa en el cierre (participación en síntesis y reflexión).

Criterios de evaluación:

- Reconoce y nombra correctamente al menos 10 alimentos en inglés (objetivo 1).
- Clasifica alimentos correctamente en grupos (frutas, verduras, proteínas) (objetivo 2).
- Usa oraciones simples para expresar gustos y disgustos (objetivo 3).
- Participa activamente en actividades grupales y respeta turnos (objetivo 4).

Instrumentos sugeridos:

- Lista de cotejo para observación directa durante actividades orales y de interacción.
- Revisión de worksheets completadas para verificar categorización correcta.
- Autoevaluación simple: estudiantes indican con caritas felices si aprendieron las palabras.

Evidencias de aprendizaje:

- Participación oral en la actividad “I like / I don’t like”.
- Parejas correctas en la actividad de flashcards.
- Worksheets con alimentos coloreados y categorizados correctamente.
- Contribuciones en la síntesis final en la pizarra.